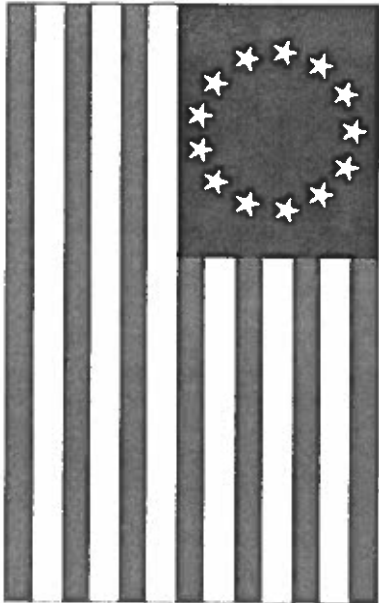




# The American Revolution

Pages 138-195



Name: \_\_\_\_\_ Section: \_\_\_\_\_

# **Chapter Goals & Mind**

## **Map**

## Big Question:

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## Focus Questions:

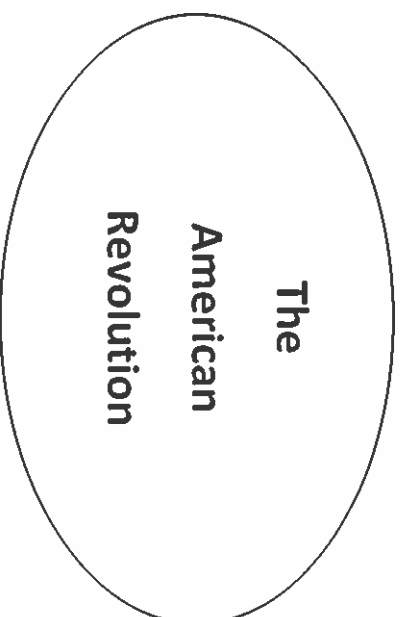
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# American Revolution Chapter Mindmap



# **Vocabulary**

## American Revolution Vocabulary

1. French and Indian War
2. Treaty of Paris (1763)
3. Sugar Act
4. Stamp Act
5. Petition
6. Boycott
7. Repeal
8. Townshend Act
9. Boston Massacre
10. Committee of Correspondence
11. Tea Act
12. Boston Tea Party
13. Intolerable Acts
14. First Continental Congress
15. Militia
16. Minuteman
17. Battles of Lexington and Concord
18. Olive Branch Petition
19. Continental Army
20. Patriot
21. Loyalist
22. Blockade
23. Mercenary
24. *Common Sense*
25. Declaration of Independence
26. Preamble
27. Natural Rights
28. Ally
29. Battle of Trenton
30. Hessians
31. Battle of Saratoga
32. Valley Forge
33. Battle of Yorktown
34. Treaty of Paris (1783)
35. Ratify

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# **NOTES**

# Background to the American Revolution

## The French and Indian War

### A. Background of the War

1. England and France were competing with each other for:
  - a. \_\_\_\_\_ (land)
  - b. \_\_\_\_\_ (Money)
  - c. \_\_\_\_\_
2. This rivalry between France & England led to war in both \_\_\_\_\_ and the \_\_\_\_\_.
3. The war between England and France in the Americas is known as the \_\_\_\_\_
  - a. The war pitted the British, their \_\_\_\_\_, and Native American \_\_\_\_\_ against the \_\_\_\_\_ and their Native American allies

### B. The War

1. The French and Indian War lasted for \_\_\_\_\_ years (\_\_\_\_\_ - \_\_\_\_\_).
2. The war was fought because English settlers were moving into the \_\_\_\_\_ which was claimed by \_\_\_\_\_.
3. Even with British help the colonies would need to work together to defeat the French.
  - a. Benjamin Franklin's "\_\_\_\_\_"
4. The first shots of the war were fired by soldiers commanded by a young, \_\_\_\_\_ year old British officer named \_\_\_\_\_.
5. The war was ended by the \_\_\_\_\_, 1763.
  - a. The Treaty of Paris 1763 forced France to surrender \_\_\_\_\_ and all land east of the \_\_\_\_\_ to England

### C. Effects of the French and Indian War

1. Due to the war, Great Britain's national debt nearly \_\_\_\_\_.
  - a. England wanted the colonies to \_\_\_\_\_.
  - b. England's Parliament passed a series of \_\_\_\_\_ to raise money from the colonies
    1. \_\_\_\_\_:
    2. \_\_\_\_\_:
    3. \_\_\_\_\_:
    4. \_\_\_\_\_:

- c. Colonists \_\_\_\_\_ the taxes
1. Colonists felt that because they could not elect \_\_\_\_\_ to England's Parliament, Parliament \_\_\_\_\_
  2. Groups like the \_\_\_\_\_ and \_\_\_\_\_ organized colonial protests.
    - a. Forms of Protests
      - i. \_\_\_\_\_
      - ii. \_\_\_\_\_
      - iii. \_\_\_\_\_
    - b. Sons of Liberty
      - i. \_\_\_\_\_
      - ii. \_\_\_\_\_
      - iii. \_\_\_\_\_
      - iv. \_\_\_\_\_
      - v. \_\_\_\_\_
    - c. Daughters of Liberty
      - i. \_\_\_\_\_
      - ii. \_\_\_\_\_
      - iii. \_\_\_\_\_
    - d. Examples of Protests
      - i. \_\_\_\_\_
      - ii. \_\_\_\_\_
  3. In response to the Boston Tea Party and other protests, England passed a new series of taxes that the colonists called the \_\_\_\_\_.
    - a. The Intolerable Acts:
      - i. \_\_\_\_\_
      - ii. \_\_\_\_\_
      - iii. \_\_\_\_\_
      - iv. \_\_\_\_\_
  4. The Other colonies support Boston
    - a. September of 1774, colonial leaders called a meeting in \_\_\_\_\_
    - b. Delegates from \_\_\_\_\_ of the \_\_\_\_\_ colonies meet to decide what to do about the situation in Massachusetts.

c. Decided on two courses of action:

- i. \_\_\_\_\_  
\_\_\_\_\_
- ii. \_\_\_\_\_

5. In Massachusetts, colonists already prepared to resist.

- a. Sons of Liberty \_\_\_\_\_ in the town of \_\_\_\_\_ about 18 miles northwest of Boston.
- b. Before dawn on April 18th, 1775 the British sent \_\_\_\_\_ troops to seize the stockpiled weapons and arrest members of the \_\_\_\_\_.
  - i. \_\_\_\_\_ and others rode ahead to warn that the British were on their way.
- c. The British skirmished with minutemen at the town of \_\_\_\_\_ on the way to Concord.
- d. When the British reached Concord the weapons had been \_\_\_\_\_.
- e. \_\_\_\_\_ shot at the British from behind trees and walls as they marched back to Boston
  - i. \_\_\_\_\_ were killed and over \_\_\_\_\_ were wounded or missing.
- f. These shots became known as “\_\_\_\_\_” and mark the beginning of the American Revolution

# The American Revolution

## The War Begins

- A. News about the events of Lexington and Concord spread
1. \_\_\_\_\_ members from all over the colonies surrounded the British and trapped them in \_\_\_\_\_.
  2. A \_\_\_\_\_ was called to decide what to do.
    - a. 2nd Continental Congress accomplished 2 things:
      - i. Sent the \_\_\_\_\_ to King George III professing their \_\_\_\_\_ of the colonies
      - ii. Created the \_\_\_\_\_
        1. This \_\_\_\_\_ and placed them under the command of one person
        2. \_\_\_\_\_ was \_\_\_\_\_ selected to lead the Continental Army
- B. In the early days of the war many colonists were \_\_\_\_\_ about which side to support.
1. Roughly \_\_\_\_\_ of colonists were patriots and supported fighting for independence.
  2. Roughly \_\_\_\_\_ of colonists were loyalists and wanted to remain loyal to England.
  3. Roughly \_\_\_\_\_ of colonists were undecided about which side they should support.
- C. Advantages of Each Army
1. The British Army
    - a. \_\_\_\_\_
    - b. \_\_\_\_\_
    - c. \_\_\_\_\_
  2. The Continental Army
    - a. \_\_\_\_\_
    - b. \_\_\_\_\_
    - c. \_\_\_\_\_
    - d. \_\_\_\_\_

## Key Battles/Events of the War

- A. Many key events took place throughout the course of the war. Key events are ones that are crucial in deciding the war's outcome. Several key battles and events are located below.

### Early War/War in the North

- A. During the early days of the war, much of the fighting centered around New England and Boston. The Continental Army won many victories early on. This was largely due to the fact that the British were once again at war with France in Europe.

1. Fort

- i. Ft. Ticonderoga was a British fort located on the New York side of \_\_\_\_\_
- ii. Ticonderoga had many \_\_\_\_\_ that were used to control trade on the lake
- iii. Vermont blacksmith \_\_\_\_\_ lead a group of militia known as the \_\_\_\_\_ on an attack to seize the fort and its cannons.
  1. Ft. Ticonderoga was captured without ever firing a shot.
  2. Its cannons were captured and sent to \_\_\_\_\_

2. Battle of

- i. After Lexington & Concord, militia from all over the colonies surrounded the British and trapped them in \_\_\_\_\_.
- ii. Colonial militia took control of \_\_\_\_\_ located across the river from Boston
  1. From Bunker and Breeds Hills the colonists could fire on \_\_\_\_\_ in Boston Harbor.
- iii. British General William Howe ordered his men to capture Bunker and Breeds hills from the colonists.
  1. Howe's men charged up Bunker hill \_\_\_\_\_ times before they captured it
  2. The British lost over \_\_\_\_\_ soldiers while the colonists lost only about \_\_\_\_\_



- iv. While Bunker Hill was technically a \_\_\_\_\_ for the colonists, it proved too many that the colonists could fight bravely and would \_\_\_\_\_.
3. \_\_\_\_\_
    - i. Several weeks after Bunker Hill, \_\_\_\_\_ arrived and took control of the Continental Army.
    - ii. He placed the newly arrived cannons from \_\_\_\_\_ on a hill south of Boston known as Dorchester Heights.
    - iii. Knowing he could no longer hold the city, General Howe \_\_\_\_\_.
  4. **The Declaration of Independence**
    - i. In late 1775, after months of fighting, \_\_\_\_\_ of colonists were still unsure whether or not they should separating from England
    - ii. It wasn't until January of 1776, after \_\_\_\_\_ published a fiery pamphlet titled \_\_\_\_\_ that colonists were convinced that "tis time to part" from England
      1. *Common Sense* sold \_\_\_\_\_ copies in 6 months
      2. *Common Sense* convinced many colonists that:
        - a. Since colonists \_\_\_\_\_ representatives to England's Parliament, England did not have the right to \_\_\_\_\_ for or \_\_\_\_\_ the 13 colonies.
        - b. If England had helped the colonies, it was only for \_\_\_\_\_.
        - c. The idea of having a king/queen was \_\_\_\_\_
        - d. No colonist owed \_\_\_\_\_ to a king/queen
      3. *Common Sense* convinced many of the 1/3 undecided colonists that it was time to \_\_\_\_\_.
    - iii. In \_\_\_\_\_ of \_\_\_\_\_, the 2<sup>nd</sup> Continental Congress appointed a committee to write a document declaring the 13 colonies independence from England.
      1. The committee included \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
      2. The committee asked \_\_\_\_\_ to write the declaration.

- iv. \_\_\_\_\_ 1776, the 2<sup>ND</sup> Continental Congress voted to declare that the 13 Colonies were a free and independent nation.
- v. On the evening of \_\_\_\_\_ 1776, the 2<sup>nd</sup> Continental Congress officially adopted Jefferson's Declaration of Independence
  - 1. President of the 2<sup>nd</sup> Continental Congress, \_\_\_\_\_, signed first.
  - 2. Copies of the Declaration were printed and distributed throughout the colonies.
- vi. Format of the Declaration of Independence.
  - 1. 4 Parts
    - a. \_\_\_\_\_
      - i. \_\_\_\_\_
    - b. \_\_\_\_\_
      - i. \_\_\_\_\_ people have natural rights
      - ii. Given at \_\_\_\_\_
      - iii. Given by \_\_\_\_\_, NOT the king of England
      - iv. Natural rights include, but are not limited to the right to \_\_\_\_\_, \_\_\_\_\_ and the \_\_\_\_\_
    - c. \_\_\_\_\_
      - i. Outlines a list of wrongdoings committed by King George III
      - ii. Outlines the ways King George III violated the colonists natural rights
        - 1. \_\_\_\_\_, \_\_\_\_\_, etc...
    - d. \_\_\_\_\_
      - i. The conclusion of the Declaration stated that since the colonists have \_\_\_\_\_ that were given to them by \_\_\_\_\_, and Britain and the King of England \_\_\_\_\_ their natural rights, they have the right to \_\_\_\_\_ from England and become a free and independent nation.

## War in the Middle States

A. As the war progressed, much of the fighting shifted from New England to the Middle states. From mid-1776 to 1778, the Continental Army would suffer a string of defeats that would leave the fate of the war in doubt. These would be that darkest days of the war for the new nation.

### 1. Battles of \_\_\_\_\_ & \_\_\_\_\_

i. British forces under General Howe invade New York City

1. How's army consisted of:

a. \_\_\_\_\_ soldiers

b. \_\_\_\_\_ sailors

ii. Washington's army is no match

1. Washington only had \_\_\_\_\_ soldiers

2. Roughly 1,400 of whom were killed, wounded, or captured

iii. Washington and his army were forced to \_\_\_\_\_ across the Hudson River into \_\_\_\_\_.

### 2. Battles of \_\_\_\_\_ and \_\_\_\_\_

i. After suffering multiple defeats in both New York and New Jersey, the Continental Army retreated across the \_\_\_\_\_ into Pennsylvania.

ii. Washington needed a victory to raise \_\_\_\_\_ in the army and in the colonies.

iii. On \_\_\_\_\_ Washington decided to launch a sneak attack on the \_\_\_\_\_ troops guarding the town of Trenton

1. At midnight Washington & his army crossed the Delaware River from Pa into NJ.

2. At 8am Christmas morning Washington's army caught the Hessians off guard & a short battle ensued.

a. By 9am 22 Hessians were dead and over \_\_\_\_\_ captured

b. Washington also defeated a smaller British force at \_\_\_\_\_ soon after

iv. The Battles of Trenton & Princeton gave Americans \_\_\_\_\_

### 3. Battle of

- i. The Continental Army was in desperate need to new \_\_\_\_\_ and \_\_\_\_\_.
- ii. European countries were reluctant to help the Continental army because they doubted whether or not they could actually \_\_\_\_\_.
- iii. At the battle of Saratoga the Continental Army beat British forces under the command of General John Burgoyne.
- iv. The battle of Saratoga was \_\_\_\_\_ in the war. It gave European countries proof that the Continental Army could \_\_\_\_\_ in a major battle.

3. \_\_\_\_\_ became allies with the United States
  - a. France donated \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and the use of its \_\_\_\_\_.

### 4. Winter at

- i. During the winter of 1777-78, the Continental Army had to make a makeshift camp outside of \_\_\_\_\_.
- ii. The conditions at Valley Forge were terrible
  1. Winter was harsh and cold
  2. \_\_\_\_\_ (\_\_\_\_\_ +)
  3. Lack of \_\_\_\_\_
  4. \_\_\_\_\_ (1 out of 5 soldiers contracted \_\_\_\_\_)
  5. \_\_\_\_\_
  6. \_\_\_\_\_
    - a. Volunteers from around the colonies arrived to help.
      - i. The Daughters of Liberty collected \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
      - ii. Many, like Martha Washington, acted as \_\_\_\_\_ to help the sick and wounded.

iii. Arrival of supplies, better weather and help from Europe brought relief.

1. \_\_\_\_\_
  - a. From \_\_\_\_\_
  - b. Taught the army to \_\_\_\_\_ and \_\_\_\_\_

iv. Effects of the Winter at Valley Forge

1. Brought the army \_\_\_\_\_
2. The army would emerge \_\_\_\_\_ and more \_\_\_\_\_ than before

#### 5. Benedict Arnold Gives up West Point

- a. On August 3<sup>rd</sup>, 1780, American General \_\_\_\_\_ was placed in command of \_\_\_\_\_.
  - i. West Point was a fort located on the \_\_\_\_\_ and controlled passage up and down the river.
- b. Secretly, Arnold had been \_\_\_\_\_ to the British.
- c. In September of 1780, Arnold tried to turn over \_\_\_\_\_ of West Point to the British.
  - i. Arnold's plans were intercepted and his betrayal had been uncovered.
  - ii. Arnold \_\_\_\_\_ and joined the British army.
  - iii. To this day, the name Benedict Arnold is synonymous with being a \_\_\_\_\_.

### The War's End/War in the South

A. At the beginning of the war, much of the South was controlled by the British. This was easy for the British because southern states had a higher percentage of loyalists than New England or the middle states. However, as the war went on, more and more southerners became Patriots. Although the British were successful in most conventional battles in the South, soldiers under the leadership of Generals Nathanael Greene and Daniel Morgan used guerrilla warfare hit-and-run tactics and were eventually able to wear down the British.

**A. The Battle of**

- a. British General \_\_\_\_\_ was ordered to march to New York
- b. Instead he marched to Yorktown, VA.
  - i. Yorktown is on a \_\_\_\_\_
  - ii. Cornwallis was hoping the British navy could \_\_\_\_\_ his troops from the sea
- c. Washington trapped Cornwallis on the peninsula
  - i. The \_\_\_\_\_ blocked the British from escaping by sea
  - ii. Washington laid \_\_\_\_\_ to Yorktown for weeks
  - iii. On October 19, 1781, Cornwallis surrendered to Washington
  - iv. This marked the \_\_\_\_\_ in the Revolutionary War

**B. \_\_\_\_\_**

- a. Both England and the United States sent delegates to Paris to draw up a peace treaty
  - i. Among others, the U.S. sent \_\_\_\_\_ and \_\_\_\_\_
  - ii. An agreement was reached and the treaty was \_\_\_\_\_ on April 15, 1783
  - iii. The Treaty of Paris accomplished the following:
    - 1. England had to recognize the U.S. as an \_\_\_\_\_
    - 2. Set the U.S. borders at The \_\_\_\_\_ Ocean (East), the \_\_\_\_\_ river (West), the \_\_\_\_\_ (North) and \_\_\_\_\_ (South).

## Effects of the American Revolution

- A. The World \_\_\_\_\_
  - a. The \_\_\_\_\_
  - b. \_\_\_\_\_
    - i. England would never \_\_\_\_\_ air of invincibility
  - c. The Revolution would serve as an \_\_\_\_\_ to others all around the world
    - i. Ex: The \_\_\_\_\_
  - d. The world was watching to see if a democracy such as ours could really work...

# **Resources**





## Chapter 4 Section 3 The Southern Colonies: Plantations and Slavery

## Eliza Lucas Pinckney

### Colonial Planter, Patriot Mother

*While running her family's plantation in South Carolina, Eliza Lucas Pinckney (1722–1793) became the first American to raise crops of indigo. Her success in the 1740s helped the colony to prosper for the following 30 years.*

Eliza Lucas Pinckney was a successful businesswoman, botanist, and mother. She grew up during the colonial era, lived through the Revolution, and died in the early days of the Republic. Throughout her life, Pinckney kept copies of personal letters and business receipts. These documents have given historians important information about the agricultural system of the colonies and the lives of eighteenth-century planters. Each letter also reveals the life of an extraordinary woman.

**Family and Education** Eliza Lucas was born in Antigua, an island in the West Indies. Her father, George Lucas, was an officer in the British army. His career required that the family move often. As a young girl, Eliza attended a school in London, where she studied music, French, and literature.

In addition to these subjects, Eliza also took an interest in agriculture. "I was very early fond of the vegetable world," she wrote, "(and) my father was pleased with it and encouraged it." By the time she was a teenager, Eliza was a well-traveled and sophisticated young lady.

In 1738, when Eliza was 15, the Lucas family moved from Antigua to Wappoo Creek, South Carolina. The town was six miles up the Ashley River from Charles Town. Eliza's father had inherited a 600-acre plantation and a house that had been in the family since 1713. He also inherited "20 able bodied slaves" and two larger plantations nearby. One of the plantations produced pitch, tar, and salt-pork. The other plantation had 3,000 acres of rice paddies, or fields.

South Carolina was probably a safer place to raise a family than Antigua. In the West Indies, disease and war with Spain remained constant

threats. Sadly, Eliza Lucas's parents would not long remain in South Carolina. Her mother died shortly after arriving at Wappoo Creek. And her father was called back to duty when war was declared on Spain in 1739. With no parents at home, 16-year-old Lucas took charge of caring for the three plantations and raising her sister Polly. She took on her new responsibilities cheerfully.

#### A VOICE FROM THE PAST

I have the business of 3 plantations to transact, [which] requires much writing and more business and fatigue of other sorts than you can imagine. But least you should imagine it is too burthensome to a girl at my early time of life, give mee leave to assure you I think myself happy that I can be useful.

ELIZA LUCAS PINCKNEY, quoted in  
*Women of Colonial and Revolutionary Times*

**Agricultural Success** Lucas enjoyed plantation life. She used the grapes grown on her family's land to make wine. She planted fig trees, and also started a grove of oak trees. She hoped that the trees would provide planks for ships someday. When winter came, Lucas wove nets used to catch shrimp, and she made lace by hand.

By the 1730s, the growth of the English textile industry had created a market for dyes. Lucas's father decided his daughter should take advantage of this opportunity. In 1739, he sent her a small packet of indigo seeds from the West Indies. The indigo plant produced leaves that could be used to make a rich blue dye. English textile manufacturers would buy the dye to color their fabrics.

American colonists had tried to grow indigo before, but they were not successful. Lucas decided to try again. For the next few years, she

experimented with the plant. At first, she had difficulty with the timing of the crop. In a letter to her father, she explained her difficulties.

### A VOICE FROM THE PAST

We had a fine crop of Indigo Seed upon the ground . . . [but] the frost took it before it was dry. I picked out the best of it and had it planted but there is not more than a hundred bushes of it come up. . . . I am sorry we lost this season we can do nothing towards it now but make the works ready for the next year.

ELIZA LUCAS PINCKNEY, quoted in  
*Women of Colonial and Revolutionary Times*

After much trial and error, Lucas finally learned to sow and harvest the plant at the proper time.

It took time to learn how to process her crop, too. After harvesting, Lucas and her enslaved workers had to soak the leaves of the indigo plant in large vats of water. When the water took on the right shade of blue, they poured it into other vats and added limewater. They then beat the mixture with wooden paddles until it became thicker and moved it to a third set of vats. Eventually, the muddy blue dye sank to the bottom of the vats. Lucas and her slaves then drained off the water, formed the material left in the vats into blue “mud pies,” and set them out in the sun to dry.

In 1744, Lucas sent six pounds of her indigo to England. It was a great success. The English considered Lucas’s dye superior to the dyes that they received from the French. Lucas’s neighbors soon began to produce indigo. By 1747, just three years later, American planters had sold over 100,000 pounds of indigo dye to England. By 1754, South Carolina was exporting more than 1,000,000 pounds of the crop every year.

**Marriage and Children** In the meantime, Lucas had decided to marry. On May 27, 1744, when she was 22, she wed a 45-year-old politician named

Charles Pinckney. After they were married, they moved to Pinckney’s Belmont plantation, which was also very close to Charles Town. Together, they had four children.

Because her husband traveled frequently, Pinckney remained responsible for their plantations and the education of their children. She saw that her sons Charles and Thomas received an education of high quality. This training made it possible for them to play major roles in the Revolution and the Constitutional Convention.

Unfortunately, the Wappoo Creek plantation and many of the Pinckneys’ belongings were destroyed by British troops during the Revolution. When the war ended, she had to start over. When she died in 1793, Eliza Lucas Pinckney was such a highly respected woman that President Washington made a special trip to attend her funeral.

### Review Questions

1. What subjects did Eliza Lucas study when she was young?
2. Why was Lucas given responsibility for her family’s plantation?
3. Why might the sons of Eliza Lucas Pinckney have been so successful?

### Critical Thinking

4. **Making Inferences** How do historians know about the life of Eliza Lucas Pinckney?
5. **Analyzing Causes** Why did American colonists become interested in growing indigo as a crop?
6. **Drawing Conclusions** How was Lucas able to carry out all the work need to produce indigo dye?

Name: \_\_\_\_\_ Section: \_\_\_\_\_

### The Battle of Saratoga & The Winter at Valley Forge

1. The Battle of Trenton & Princeton were turning points in the Revolution because they raised morale and gave Americans new hope. The Battle of Saratoga was also a turning point. Why was Saratoga so important to the American army?
2. Who did the Continental Congress send to convince the French to aid the Americans?
3. What did the Battle of Saratoga convince the French that the Americans could do?
4. What kinds of aid did the French give the Americans?
5. How did Spain & the Netherlands aid the Americans?
6. During the cold winter of 1777-1778, where did the Continental Army make its camp?
7. What were 3 hardships faced by the Continental Army during the winter at Valley Forge?
  - 1.
  - 2.
  - 3.
8. Name several ways Patriots helped the Continental Army make it through the brutal winter at Valley Forge.
  - 1.
  - 2.
  - 3.
9. During the winter at Valley Forge, who taught Washington's troops to march, drill and fight like a disciplined European Army? Where was he from?

## Reading 12 Winter at Valley Forge

*The courage of the Continental Army was severely tested during the winter of 1777-1778. Shortages of food, clothing, and blankets made life for most soldiers difficult. The ordeal weakened and discouraged even the best trained troops. Many deserted or simply went home when their enlistments expired.*

*Albigenice Waldo served with Washington's army that winter at the encampment at Valley Forge, Pennsylvania. Waldo recorded his feelings that winter in his diary. His thoughts were shared by most of the army. An excerpt from Waldo's war diary appears here.*

Dec. 14th. [1771]—[British] Prisoners & Deserters are continually coming in. The Army who have been surprisingly healthy hitherto—now begin to grow sickly from the continued fatigues they have suffered this Campaign. Yet they still show spirit of [courage] & Contentment not to be expected from so young Troops. I am Sick—discontented—and out of humor. Poor food—hard lodging—Cold Weather—fatigue—Nasty Cloaths—nasty Cookery— . . . I can't Endure it—Why are we sent here to starve and freeze—What sweet [happiness] have I left at home;—A charming Wife—pretty Children—Good Beds—good food—good Cookery—all agreeable—all harmonious. Here, all Confusion—smoke Cold—hunger & filthiness—A pox on my bad luck. Here comes a bowl of beef soup—full of burnt leaves and dirt, sickish enough to make a hec-tor spue,—away with it Boys—I'll live like the Chameleon upon Air. Poh! Poh! crys Patience within me—you talk like a fool. Your being sick Covers your mind with a Melanchollic Gloom, which makes every thing about you appear gloomy. See the poor Soldier, when in health—with what chearfullness he meets his foes and encounters every hardship—if barefoot—he labours thro' the Mud & Cold with a Song in his mouth extolling War & Washington—if his food be bad—he eats it notwithstanding with seeming content—blesses God for a good Stomach—and [whistles] it into diges-tion. But harkee Patience—a moment—There comes a Soldier—His bare feet are seen thro' his worn out Shoes—his legs nearly naked from the tatter'd remains of an only pair of stockings—his Breeches not sufficient to cover his Nakedness—his Shirt hang-ing in Strings—his hair dishevell'ed—his face meagre—his whole appearance pictures a person forsaken & discouraged. He comes, and crys with an air of wretchedness & despair—I am Sick—my feet lame—my legs are sore—my body cover'd with this tormenting Itch—my Cloaths are worn out—my Constitution is broken—my former Activity is exhausted by fatigue—hunger & Cold—I fail fast I shall soon be no more! and all the reward I shall get will be—"Poor Will is dead."

People who live at home in Luxury and Ease, quietly possessing their habitations, Enjoying their Wives & families in peace—have but a very faint Idea of the unpleasing sensations, and continual Anxiety the Man endured who is in a Camp, and is the hus-band & parent of an agreeable family. These same People are willing we should suffer every thing for their Benefit & advantage—and yet are the first to Condemn us for not doing more!!

From "Diary Kept at Valley Forge by Albigenice Waldo, Surgeon in the Continental Army. 1777-1778," *The Historical Magazine*, May 1861, pp. 131-132. Original spelling included.



# DRILL MASTER STEUBEN

Frederick William Augustus Henry Ferdinand, Baron von Steuben shook off sleep at three in the morning, read for a spell with a pipeful of tobacco, then was ready for his day after a hot cup of coffee. There was much to do, for the American camp at Valley Forge had known only the variety of haphazard drills from the scattered militia training grounds.

By six in the morning, Steuben was putting squads of ten to twelve soldiers through their paces. Once

these smaller units had mastered Steuben's simplified manual of arms and field maneuvers, the restless, bombastic newcomer moved on to a platoon, to a company, and then to the regiments, until the entire army moved as one under unified commands.

When exasperation replaced patience, the stout, balding and rather large-nosed German exploded in a tirade of swearing in his native tongue, then in French, then in a tumble of both. Running out of choice epithets, he would call to an aide to come and swear for him in English. As one onlooker reported, "a good-natured smile went through the ranks and at last the maneuver was properly performed."

Meanwhile, fellow officers looked on in amazement, unaware that they were witnessing a revolution within a revolution. There was a Lieutenant General, personally working with the rank and file, showing an obvious concern and deep regard for the men while maintaining strict discipline. The officers became less aloof, and the morale of the ragged, underfed, and underpaid troops rose to a new high.

The officers were not forgotten. After drilling the soldiers until six in the evening, Steuben held special classes on maneuvering and commands for the adjutants. Once he invited a number of young officers to a sumptuous camp banquet of tough beefsteaks, potatoes, and a dessert of hickory nuts. None were to be admitted with a whole pair of breeches, and no one failed to qualify.

Steuben's infectious enthusiasm for precision movements gave the Continental Army a new measure of confidence. With backs stiffened by discipline and respect for authority, the rejuvenated rebels were ready to meet the British on equal terms.



# Redcoats vs. Rebels

By Rhythm, Rhyme, Results

## Lyrics

### Chorus

Redcoats versus rebels  
In churches and meadows the battles raged like wildfire  
Nobody fire till you see the whites of their eyes  
It was a fight to survive starting 1775  
(x2)

### Verse I

Let's take a look at how this war began  
A war for independence in a foreign land  
We were 13 colonies back then my friend  
America was little more than just an idea in the minds of many  
The signs were plenty  
Independence in the air and the time was ready  
They threw tea in the harbor, the climb was steady  
Increasing towards a conflict between the King and the people  
Who didn't feel equal  
No representation to speak through  
This is when things came to a peak  
No king came to speak and the taxes kept coming  
Redcoats kept shooting, people kept running steadily  
The Boston massacre was March 5, 1770  
A date for you to remember  
Five years later it was war in Lexington Center  
The king's men never saw Paul Revere enter

### Verse II

April 18, 1775  
The British planned to steal Rebel supplies  
From Lexington and Concord  
Leave the colonies conquered  
But Paul Revere got word and told all of his soldiers  
So it was war now; when the redcoats arrived  
There were 77 rebels there waiting to die for their freedom  
They vanquished the king's men  
Turned them back to Boston with a spanking in the blink of an eye  
Nobody fired till they saw it  
Moved accordingly in Bunker Hill  
The colonies lost but never forfeited  
George Washington, the general, had tricks up his sleeve  
And pulled them out two days after Christmas Eve  
In Delaware the redcoats no telling where he was  
on the River; He won the battle of Trenton  
The year was 1776  
In 1777 they raised the stakes...

### Verse III

The British won in Germantown, the colonies in Saratoga  
They formed alliances with France and Spain  
And camped out at Valley Forge in the winter 1777  
By no means this war was over  
September the destiny of the colonies was coming together  
When the French defeated the British at the battle of Chesapeake  
October 19, 1781  
Was when the war was won  
General Cornwallis surrendered at Yorktown  
Underneath the Virginia sun  
The British left and independence belonged to the colonies  
That's why I'm here to write this song, too  
April 15, 1783 the Second Treaty of Paris  
Was formed to oversee how America would be created overseas  
From south of Canada to north of Florida  
They declared this land America

### Questions

1. What events mentioned in verse I did we discuss in class?
2. In verse I, what two events are listed out of order?
3. Who is the king that is referred to in verse I?
4. What events mentioned in verse II did we discuss in class?
5. Who did Washington defeat at Trenton?
6. What battle did Washington win just a few days after Trenton?
7. What events mentioned in verse III did we discuss in class?
8. What geographical feature is Yorktown located on?